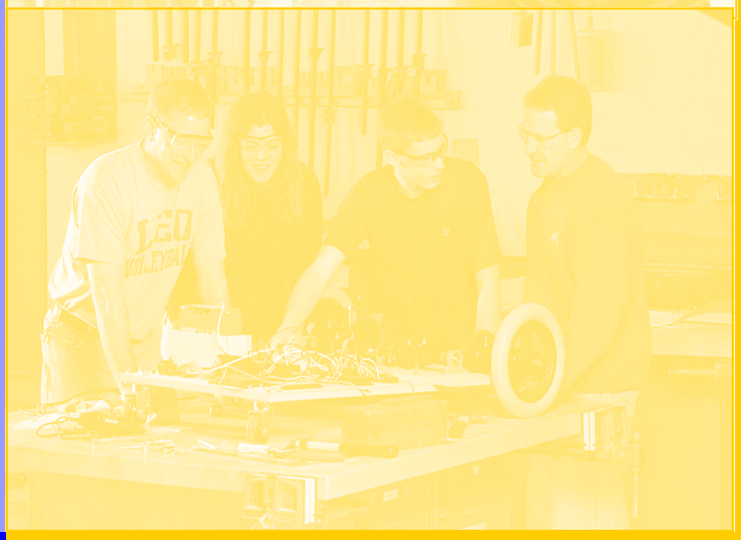
Pathways to Postsecondary

Indiana Career Majors

Request for Proposals



INDIANA WORKFORCE DEVELOPMENT

Career and Technical Education

March 2006

INDIANA WORKFORCE DEVELOPMENT

Letter from the Commissioner

To: Indiana Superintendents
High School Principals
Vocational Directors
Postsecondary Administrators

From: Ron Stiver, Commissioner
Department of Workforce Development

Re: Indiana Career Majors 2006
Request for Proposals

Date: March 1, 2006

As the Department of Workforce Development continues its efforts to upgrade the skills of Hoosier workers in order to provide a competitive edge to Indiana businesses, attract new industry and accelerate economic growth, we are leaving no stone unturned in our approach to strengthen Indiana's workforce.

Included in these efforts are programs aimed at our educational system and which prepare our students for the high wage and high demand jobs of the 21st Century. Foremost among these programs is the Indiana Career Majors Initiative.

This initiative is a school improvement model that is being used effectively in both comprehensive high schools and career centers. Our goal is to increase student achievement and the number of students who successfully complete postsecondary education through the creation of seamless pathways from high school to postsecondary institutions through rigorous, relevant, standards-based curriculum and learning experiences organized around high-demand career areas. Career Majors increase high school student motivation and achievement by helping students make the connection between what they are learning in school and success in future educational and employment opportunities.

This booklet contains information on what you will need to submit a proposal under this initiative. Over $2.5 million is being made available through this year's program.

We hope you share in our excitement of the potential this program offers, and we look forward to working with successful applicants in the months ahead.

INDIANA CAREER MAJORS
REQUEST FOR PROPOSALS

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For more information and resources
visit the Career Majors Website at
http://www.in.gov/dwd/partners/tech_ed_career_majors.html

I. General Information

A. EXECUTIVE SUMMARY

Our high schools are failing to prepare enough students for success in college and the workplace. As Thomas Friedman (The World is Flat), Bill Gates and many others have observed, nations such as China and India have recognized that educational excellence is the key to future economic prosperity and have organized themselves accordingly. Unfortunately, too few of our graduates are academically competitive and the gap between the U.S. and other countries is widening. Students know they need to work harder; less than one-quarter say they were significantly challenged in high school and more than two-thirds say they wished they worked harder. For every 100 ninth-grade students in Indiana, only 68 graduate from high school on time, only 43 enroll immediately in college, only 32 are still enrolled in their sophomore year and only 22 graduate from college. The number one reason for students dropping out of high school is **boredom**. And of the students who do graduate and go on to college, nearly one-third are enrolled in remedial courses due to gaps in their preparation. Without significant improvements to our educational system, the future well-being of our economy and communities are at risk.

The Career Majors initiative addresses these issues. The purpose of this initiative is to assist Indiana High Schools, Area Vocational Schools and Postsecondary Institutions prepare students for success in high-demand **Science, Technology, Engineering and Math (steM) and entrepreneurial careers** through the implementation of Career Majors. Career Majors increase high school student motivation and achievement by helping them make the connection between what they are learning in school and success in educational and employment opportunities.

Career Majors is characterized by the following components:

- Rigorous curriculum focusing on the integration of academic and technical standards organized around a high-demand career area;
- Guidance to help students gain the personalized, self-knowledge necessary for education and career decision making, including a course plan that includes a related sequence of courses that include postsecondary transition;
- Professional development for secondary and postsecondary educators on applied, contextual teaching methods, team teaching, curriculum integration; and
- Community connections that include partnerships between secondary and postsecondary institutions, business, labor, and community-based organizations.

The most prevalent forms of Career Majors are Career Academies and Career Pathways. The Career Academy approach to high school improvement integrates elements of three major policy initiatives unfolding at the federal, state and local levels: 1) the restructuring of large high schools into more personalized, career-themed smaller learning communities; 2) efforts to improve the rigor and relevance of academic and technical instruction; and (3) reforms that seek to prepare students for successful transitions to postsecondary education and employment. Career Academies are geared toward large schools and Career Centers. The Career Pathway approach is similar to the Career Academy approach, but it does not restructure schools into smaller learning communities. It is more appropriate for smaller schools.

This initiative has two new focus areas this year- Science, Technology, Engineering and Math (steM) and Entrepreneurship. Careers using effective education in Science, Technology and Engineering, all derived from Mathematics (steM), now reach many sectors of strength in Indiana, including:

- advanced manufacturing,
- advanced agriculture,
- life sciences and health care,
- logistics services,
- information technology,
- financial services,
- motor sports, and
- construction.

From research laboratories to the manufacturing plant floor, logistics service centers to health care facilities, vehicle maintenance shops to the farm, some combination of steM learning provides the necessary prerequisites for many of the jobs in our future as a state. Create steM prepared graduates, and they, and their communities, are ready for the 21st Century.

The second focus area will be fostering the spirit of entrepreneurship. Entrepreneurship is a key determinant of economic success. To prosper in an ever increasingly competitive economic climate, schools must foster creative and innovative thinking in students. They must teach students that it is acceptable to take risks and help students understand that they can learn from failure. Indiana's future is dependent on developing a healthy culture of entrepreneurial thinking. This initiative will help foster entrepreneurial thinking by embedding entrepreneurial concepts in learning activities so students understand how to innovate and they are able to transform an innovative idea into a successful enterprise. Our primary emphasis will be in the area where the stem disciplines intersect with entrepreneurial careers, ideas, and strategies.

DWD will ***fund*** up to $2.5 million for this education initiative. These funds must be used to help teachers improve student achievement, increase entrepreneurial activities, meet high standards for high school graduation, increase the number of students completing a Core 40, Academic Honors or Technical Honors Diploma, and increase transition and persistence rates in postsecondary education in steM and entrepreneurship related fields.

B. GRANT PROCESS TIMELINE

March 1, 2006	Announcement of Initiative and Request for Proposal available
April 13, 2006	Proposals due to DWD
May 5, 2006	Applicants notified
May 12, 2006	Clarifications emailed to contacts
May 19, 2006	Revised applications due
May 26, 2006	Grant packages sent out
June 2, 2006	Grant packages signed and returned
July 1, 2006	Grant start date when fully signed and executed by all parties
February 15, 2007	Progress narrative due
September 30, 2007	Grants end
November 15, 2007	Final closeout reports due

II. Description of the Initiative

A. GUIDING PRINCIPLES

The Pathways to Postsecondary/Career Majors initiative is a school improvement model being used effectively in both comprehensive high schools and career centers. The goal of the initiative is to increase student achievement and the number of college bound students through the creation of seamless pathways from high school to postsecondary institutions through rigorous, standards-based curriculum organized around high-demand career areas. This opportunity is specifically focused on preparing students for success in **Science, Technology, Engineering and Math (steM) and entrepreneurship education and careers.** Concurrently, we will focus on innovative approaches to integrate the steM disciplines and entrepreneurship into a single career major or academy. Career Majors should increase high school student motivation and achievement by helping students make the connection between what they are learning in school and success in educational and employment opportunities.

This program is designed to increase the math, science, communication, critical thinking, problem solving, teamwork and technology skills of our students. Students should be provided with a variety of learning settings in addition to the traditional classroom lecture model. Thus a thoughtful and planned theme-based curriculum that integrates project-based learning, discussion, exploration, concrete materials, interactives, tables, graphs, media and technology can help all students develop a deeper understanding of both the subject and its uses, especially in the steM related areas. This type of learning also requires multiple measures to assess student outcomes, including performance-based assessments.

Career Majors are characterized by the following components:

- Rigorous curriculum focusing on the integration of academic and technical standards, with opportunities to enhance critical thinking and problem solving skills, organized around high demand steM related career areas;

- Guidance to help students gain the personalized self-knowledge necessary for education and career decision making, including a course plan that includes a flexible, coherent sequence of courses that extends into postsecondary;

- Professional development for teachers and faculty on applied, contextual teaching methods, team teaching, curriculum integration, and strategic planning;

- Partnerships between secondary institutions, postsecondary institutions, business, labor, and other community-based organizations;

- Extra Learning Opportunities such as senior projects, internships, mentorships, school-based enterprises and teams competitions such as robotics, solar cars and super-high mileage vehicles; and

- Seamless connections to postsecondary opportunities that include articulation and dual credit opportunities.

B. PLANNING GRANTS

Schools that are interested in starting a steM academy or career pathway and have many of the "Required Program Components" listed on page (8) in place can apply for a planning grant. Planning schools can request to be paired with a "mentor school" for technical assistance. Schools interested in having a mentor should check the appropriate box on the cover page found in Appendix A.

Expectations for activities appropriate for a planning grant include:

- site visits,
- stipends,
- professional development activities,
- curriculum development,
- facilitated planning meetings,
- career guidance programs and activities,
- technical support,
- materials and supplies, and
- equipment deemed necessary for successfully creating a career major, and funds for extra learning opportunities such as school-based enterprises, team competitions, etc.

Maximum planning awards are $20,000. **Review the Planning Grant Application on page 12 for more details.**

C. IMPLEMENTATION GRANTS

Schools that are ready to establish one or more steM related Career Academy or Career Pathway and need funds to fully implement all eight "Required Program Components" described on page (8) can apply for an **Implementation Grant**. Implementation schools can request to be paired with a "mentor school" for technical assistance. Schools interested in having a mentor should check the appropriate box on the cover page found in Appendix A.

Expectations for activities appropriate for an implementation grant include:

- professional development activities,
- common planning time for curriculum integration and alignment,
- career guidance programs and activities,
- aligning content with state standards,
- curriculum development,
- facilitated planning meetings,
- technical support,
- materials and supplies, and
- equipment deemed necessary for successfully creating a career major, and funds for extra learning opportunities such as school-based enterprises, team competitions, etc. Consortia are eligible for up to three years of implementation funding.

Maximum implementation awards are $40,000. Review the Implementation Grant Application on page 14 for more details.

D. MENTOR SITE GRANTS

Schools that have established Career Academies or Career Pathways for the majority of their students and have implemented the eight "Required Program Components" described on page (8) can apply for Mentor Site Grants. Mentor sites must provide technical assistance to at least three other Career Majors schools throughout the grant period. The mentor site requirements include:
(1). A one day site visit at each school and email consultations; and
(2). A one-day site visit by DWD staff prior to awarding mentor site status to a school consortium.

The mentor site grant is the only funding option for schools that have had three years of implementation funding through the Tech-Prep/Career Majors Initiative. Mentor site funding is dependent on the demand for mentor sites. Mentor sites will be paired with similar schools that indicate a need for a mentor school.

Expectations for activities appropriate for mentor site grant funds include:

- professional development activities,
- common planning time for curriculum integration and alignment,
- aligning content with state standards,
- curriculum development,
- facilitated planning meetings,
- career guidance programs and activities,
- technical support,
- hosting site visits,
- providing technical assistance to other Career Majors schools,
- materials and supplies, and
- equipment deemed necessary for successfully creating a career major, and funds for extra learning opportunities such as school-based enterprises, team competitions, etc.

Consortia are eligible for up to three years of mentor site funding. **Maximum mentor site awards are $30,000. Review the Mentor Site Grant Application on page 16 for more details.**

E. ELIGIBLE APPLICANTS

Applications ***must*** be prepared and submitted by a consortium. To be eligible for this grant opportunity, a consortium **must** include one member in each of the following three categories:
(1) a local educational agency, or an area career center serving secondary students,
(2) (a) a regionally accredited institution of higher education that offers two-year associate degrees, certificates, or postsecondary apprenticeship programs, or (b) a proprietary institution of higher education that offers a two-year associate degree program, and
(3) a business/employer or consortium of employers that requires high-skill/high-wage employees.

Consortia also **may** include one or more of the following: (1) institutions of higher education that award baccalaureate degrees; (2) labor representatives and organizations; (3) employer organizations; (4) economic development organizations, and (5) community-based organizations. Additional members, such as parents, students, counselors and school board members are highly recommended.

Grant activities should focus on one secondary school with one or more postsecondary partners. Grant activities that focus on two to three small schools may also be appropriate

F. REQUIRED PROGRAM COMPONENTS

The Career Majors program must include:

- A **minimum** of the last two years of secondary education with a **minimum** of the first two years of postsecondary education in a non-duplicative, sequential course of study, ideally in a steM related field;
- Integration of curriculum that meets the Indiana academic and technical standards that includes thematic, project-based or problem-based learning activities, and use of work-based and work-site learning where appropriate and available;
- Technical preparation in a steM related career field;
- Building of student competence in mathematics, science, communications, economics and workplace skill through applied, contextual academics, and integrated instruction in a coherent sequence of courses;
- Completion of a Core 40, academic honors or technical honors diploma;
- A career plan that includes a postsecondary transition plan;
- A pathway to an associate or baccalaureate degree, apprenticeship, or postsecondary certificate in a specific career field; and
- Placement in further education or appropriate employment.

G. ANTICIPATED OUTCOMES

It is critical to measure success in this Initiative. The goal is to help more students' successfully complete postsecondary education, ideally in steM related fields. To do this, students need to be adequately prepared for postsecondary education; they need a focus area of interest and a career plan that transcends into postsecondary education.

All implementation and mentor site grantees must project baseline statistics and gains in student performance that will be enhanced through this initiative, including:

- Increase in the number students of students successfully completing two or four year degree programs, (possible through INTERS with proper information);
- Increase in the number of students in a steM related program of study;
- Increase in number of Core 40, academic honors or technical honors diplomas;
- Increase in the number of students with postsecondary transition plans that transform from generic templates by career area to personalized plans for each student in successive years; and

- Disaggregated student data relevant to student performance that is in alignment with the School Improvement Plan.

DWD will evaluate the success of activities after 12-months and will begin monitoring to identify completion of above. Schools not meeting objectives will be restricted from additional Tech Prep or other awards (robotics, school-based enterprises, entrepreneurship, etc).

In addition, all implementation and mentor sites must submit student data on the INTERS system and must have a person on staff trained to enter this data.

H. GRANT APPLICATION REQUIREMENTS

(1) Each applicant must complete the cover page with contact information. **Appendix A**

(2) Each applicant must submit a signed Consortium Agreement providing evidence that each of the categories of membership required has been satisfied, and that each of the required members is eligible for membership. **Appendix B.** The Agreement must contain a signature of commitment from the participating secondary or vocational school, eligible postsecondary institutions and business member affirming that those entities have formed a consortium to develop, implement and sustain the plan outlined in the application. The Agreement also must describe the roles and responsibilities of each consortium member within the proposed project.

(3) Applicants must show a direct link to skills and occupations listed as high need in Indiana. Information regarding skill and occupational shortages can be found in the following webpage's:

- The Strategic Skills Initiative homepage at http://www.in.gov/dwd/employers/ssi.html ;
- The Strategic Skills Data Portal at http://www.stats.indiana.edu/ssi/.
- The Strategic Skills Occupational and Skills Shortage Report at http://www.in.gov/dwd/employers/SSI/shortagesreportstate.pdf ; and
- Hot Hoosier Jobs at www.in.gov/dwd/job_seekers/hoosierhotjobs.html

(4) **Implementation and mentor site applicants** must submit a design for an academic and technical sequence of courses for each Career Major in a steM area to demonstrate how the proposed instructional program represents a sequential program of study that meets the "Required Program Components" listed on page eight. The plan must include a minimum of a four-year sequence that includes the last two years of high school and the first two years of postsecondary education.

(5) **Implementation and mentor site applicants** must agree to submit student data to the Department of Workforce Development using the Indiana Technical Education Student Reporting System (INTERS). This data will determine the impact of the project on a comprehensive set of student outcomes, including: academic and technical skill achievement; high school graduation; enrollment and completion of postsecondary

education; postsecondary remedial coursework; and labor market entry. All schools must have or have access to a person trained on INTERS for data input.

(6) Each applicant must agree to submit the following reports and other deliverables:
   a) A progress report narrative covering the period **July 1, 2006 – January 31, 2007**, due **February 15, 2007**; and
   b) A final narrative and fiscal close out report due on **November 15, 2007.**
   NOTE: Reports should include information on specific measurables, including the numbers or projected numbers of students attaining Core 40, Academic Honors and Technical Honors diplomas, the number of students with postsecondary transition plans, and the number of dual credits awarded to students.

(7) Successful applicants will be required to share best practices and attend occasional statewide meetings and professional development activities. Mentor and implementation sites may be required to host visits for interested schools. Mentor sites will be required to provide technical assistance to at least three other Career Majors schools, through one site visit and email/phone conversations.

I. APPROVED USE OF FUNDS

Funds may be used for both secondary and postsecondary partners in the following ways:

- professional development activities,
- common planning time for curriculum integration and alignment,
- aligning content with state standards,
- curriculum development,
- facilitated planning meetings,
- career guidance programs and activities,
- stipends,
- hosting site visits,
- providing technical assistance to other Career Majors schools,
- transcript analysis,
- data collection and evaluation,
- travel (for site visits or professional development),
- technical support (including organizing and facilitating professional development opportunities for teachers, professors and counselors, consortia meetings, work-based learning opportunities, school-based enterprises, team competitions, articulation agreements, curriculum development, etc.),
- materials and supplies, and
- equipment costs if deemed necessary to the program (up to $15,000 for planning sites, $25,000 for implementation sites and $20,000 for mentor sites), and administrative cost of up to five percent (5%) of budget.

J. INSTRUCTION GUIDELINES AND PROPOSAL FORMAT

Proposals must include the following items in the order listed:

1). Completed Cover sheet. **See Appendix A**

2). Budget, and budget narrative, not to exceed two-pages. **See Appendix B.**

3). A signed Consortium Agreement providing evidence that each of the categories of membership required has been satisfied, and the role of required and other members. **See Appendix C.**

4). A narrative including concise responses to criteria (A) through (E). Narrative should be no more than ten double-spaced pages, with 12-point font, excluding appendix attachments. Pages must be numbered.

5). The proposed design for an academic and technical sequence of courses for each Career Major (**for implementation and mentor sites only** -see Requirements, page nine #3) that includes **a minimum** of the last two years of high school and the first two years of postsecondary education.

Proposal Submission

Proposals are due no later than **4:30 p.m. on Thursday April 13, 2006.**

A single document electronic application is preferred. Please submit to Rhonda Luttrell at rluttrell@dwd.in.gov .

If sending hard copies, six copies of the proposal are requested.

Proposals are to be submitted to:

Rhonda Luttrell
Department of Workforce Development.
Career and Technical Education
10 N. Senate Avenue
Indianapolis, IN 46204

Notification of Award

All applicants will be notified of award status no later than **Friday, May 5, 2006**

For Additional Information, please contact: Fannie Cox
fcox@dwd.in.gov
317.232.4785

For more information and resources
visit the Career Majors Website at
http://www.in.gov/dwd/partners/tech_ed_career_majors.html

III. Applications

OPTION 1: PLANNING GRANT PROPOSAL APPLICATION

Schools that interested in starting their first steM Academy or Pathway and have many of the "Required Program Components" listed on page (8) in place may apply for a planning grant. Planning schools may request a mentor school for technical assistance on the cover page in Appendix A.

Planning grant award range: Up to $20,000.

Planning Grant Selection Criteria:

Please provide narrative describing components (A) through (E). The narrative must be ten pages or less, excluding appendices. The maximum score for all of the following criteria is 100 points. The maximum score for each criterion and sub-criterion is indicated in parentheses. Applications must be written in the order below for maximum scoring:

A. Effectiveness of Project Design (40 points)

Provide a narrative describing the design of proposed project. In determining the quality of the design, the following factors are considered:

(1) The extent to which the applicants plan demonstrates a readiness to implement a complete, sequenced, integrated program of study that provides a smooth transition between secondary and postsecondary education in a steM related area. Evidence may include:

- formal articulation agreements that include dual credit,
- working with other related high school improvement initiatives such as High Schools that Work http://www.sreb.org/programs/hstw/hstwindex.asp, the Indiana Student Achievement Institute, http://www.asainstitute.org/ etc.
- programs with rigorous integrated curriculum and professional development component,
- experience with work-based learning activities such as internships, school-based enterprises, etc. **(10 points)**

(2) The extent to which the proposed instructional program will engage students in an academically rigorous curriculum that integrates Indiana's academic and technical standards through a thematic problem-based or problem-based approach, **(10 points)**

(3) The extent to which the instructional program will engage students in learning through the development of critical and analytical thinking, problem solving, teamwork, computer literacy, entrepreneurial and communication skills. **(10 points)**

(4) The extent to which the proposed project will provide high-quality, sustained, and intensive professional development for instructors, counselors and administrators in involved in the program. Please include a description of the outcomes of the proposed professional development. **(10 points)**

B. Personalized Learning Environments (30 points)

(1) The extent to which the proposed project will provide a personalized and comprehensive developmental guidance curriculum that includes a high school/postsecondary career plan that shows the link between what a student does academically and his/her career plan.

- **NOTE**: Schools that have been designated as a Gold Star Guidance School will receive the full 15 guidance points by noting that they are a certified Gold Star school without need for further narrative in this area. Schools that are in the process of Gold Star certification will receive full or partial points. These schools should provide a narrative describing where they are in this process and their proposed portfolio completion date. For more information on Gold Star, see http://www.doe.state.in.us/octe/goldstar/welcome.html. **(15 points)**

(2) The extent to which the plan includes real-world, personalized extra learning opportunities such as internships, mentorships, senior projects, school-based enterprises, steM related team competitions, etc. **(15 points)**

C. Empowered and accountable leadership. (10 points)

Provide narrative listing the personnel involved in the projects including the **qualifications**, including relevant training and experience and **commitment** of key project leadership including administrators, teachers, counselors, business partners and community partners, postsecondary partners, technical assistance providers, professional development providers, and project consultants. **(10 points)**

D. Sustainability and adequacy of resources. (15 points)

Provide a narrative on the available resources for this project, including

(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the participating institutions. **(5 points)**

(2) The extent to which the budget is adequate and costs are reasonable in relation to the objectives and design of the proposed project. Administrative costs up to five percent may be included in the budget. Equipment costs up to $15,000 may be included if justified in the narrative. **(5 points)**

(3) The extent that the initiative is sustainable after funding ends**. (5 points)**

E. Project evaluation and outcomes. (5 points)

Describe how this project will be evaluated to determine its effectiveness, including the extent to which the data and evaluation will be used to be used to inform instruction and for continuous program improvement. Include measurable outcomes, including projected increases in the number of students attaining Core 40, Academic Honors and Technical Honors diplomas. **(5 points)**

OPTION II. IMPLEMENTATION GRANT PROPOSAL APPLICATION

Schools that have had at least one year of planning and have established or are ready to establish one or more Career Academies or Career Pathways can apply for implementation funds. **Career Majors grantees are eligible to apply for a maximum of three years of implementation funding**. Implementation schools may request a mentor school for technical assistance on the cover page in Appendix A. Grantees who have had three years of implementation funding may apply for Mentor Site Grants. See page 14 for information on Mentor Site Grants.

Implementation grant award range: Up to $40,000 based upon the plan and the number of students involved in the initiative.

Implementation Grant Selection Criteria

Please provide narrative describing components (A) through (E). The narrative should be ten pages or less. The maximum score for all of the following criteria is 100 points. The maximum score for each criterion and sub-criterion is indicated in parentheses. Narrative should be written in the order listed below for best scoring results.

A. Effectiveness of Project Design (40 points)

Provide a narrative describing the design of the project. In determining the quality of the design, the following factors are considered:

(1) The extent, to which the applicant demonstrates readiness to implement a complete, sequenced, integrated program of study that provides a smooth transition between secondary and postsecondary education in a steM related area. Evidence may include:

- formal articulation agreements that include dual credit,
- work with other high school improvement initiatives such as High Schools that Work, http://www.sreb.org/programs/hstw/hstwindex.asp the Indiana Student Achievement Institute, http://www.asainstitute.org/ etc.
- programs with rigorous integrated curriculum and professional development component,
- experience with work-based learning activities such as internships, school-based enterprises, **(10 points)**

(2) The extent to which the instructional program will engage students in academically rigorous curricula that integrates Indiana's academic and technical standards through a thematic problem-based or problem-based approach. **(10 points)**

(3) The extent to which the instructional program will engage students in learning through the development of critical and analytical thinking, problem solving, teamwork, computer literacy, entrepreneurship and communication skills **(10 points)**

(4) The extent to which the proposed project will provide high-quality, sustained, and intensive professional development and common planning time for instructors, counselors and administrators in involved in the program. Please include a description of the outcomes of the proposed professional development. **(10 points)**

B. Personalized Learning Environments (20 points)

(1) The extent to which the project will provide a personalized and comprehensive developmental guidance curriculum that includes a high school/postsecondary career plan that shows the link between what a student does academically and his/her career plan.

- **NOTE**: Schools that have been designated as a Gold Star Guidance School will receive the full 15 guidance points by noting that they are a certified Gold Star school without need for further narrative in this area. Schools that are in the process of Gold Star certification will receive full or partial points. These schools should provide a narrative describing where they are in this process and their proposed portfolio completion date. For more information on Gold Star, see http://www.doe.state.in.us/octe/goldstar/welcome.html. **(10 points)**

(2) The extent to which students have access to real-world personalized extra learning opportunities such as internships, mentorships, senior projects, school-based enterprises, steM related team competitions, etc. **(10 points)**

C. Empowered, accountable leadership and past progress. (15 points)

Provide narrative listing the personnel involved in the project, including:

(1) The qualifications, including relevant training and experience and commitment of key project leadership including administrators, teachers, counselors, business partners and community partners, postsecondary partners, technical assistance providers, professional development providers, and project consultants. **(5 points)**

(2) The progress made to date from previous Career Majors funding. **(10 points)**

D. Sustainability and adequacy of resources. (15 points)

Provide a narrative on the available resources for this project, including:

(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the participating institutions. **(5 points)**

(2) The extent to which the budget is adequate and costs are reasonable in relation to the objectives and design of the proposed project. Administrative costs up to five percent may be included in the budget. Equipment costs up to $25,000 may be included if justified in the narrative. **(5 points)**

(3) The extent that the initiative is sustainable**. (5 points)**

E. Quality of the project evaluation. (10 points)

Describe how this project will be evaluated to determine its effectiveness, including the extent to which the data and evaluation will be used to be used to inform instruction and for continuous program improvement to meet anticipated outcomes listed on page eight**.** Include measurable outcomes, including projected increases in the following:

- the number of students attaining Core 40, Academic Honors and Technical Honors diplomas,
- the number and the number of students with postsecondary transition plans, and
- the number of dual credits awarded to students. **(10 points)**

OPTION III. MENTOR SITE GRANT PROPOSAL APPLICATION

Schools that have had three years of implementation funds can apply for a Mentor Site Grant. These schools must have established Career Academies or Career Pathways for the majority of their students and have implemented all eight "Required Program Components" described on page (8). Mentor sites must provide technical assistance to at least three other Career Majors schools throughout the grant period. A one-day site visit will be required prior to awarding mentor site status to a school consortium. **DWD will match selected Mentor Sites with similar schools requesting mentors. Mentor Sites are eligible to apply for a maximum of three years of Mentor Site funding pending demand for mentors.**

Mentor site grant award range: Up to $30,000 based upon the plan and the number of students involved in the initiative.

Mentor Site Grant Selection Criteria

Please provide narrative describing components (A) through (E). The narrative should be ten pages or less. The maximum score for all of the following criteria is 100 points. The maximum score for each criterion and sub-criterion is indicated in parentheses. Narrative should be written in the order listed below for best scoring results.

A. Effectiveness of Project Design (40 points)

Provide a narrative describing the Career Majors program design that includes:

(1) The extent, to which the applicant has demonstrated the ability to implement a complete, sequenced, integrated program of study that provides a smooth transition between secondary and postsecondary education in a steM related area for the majority of the students in the school. **(10 points)**

(2) The extent to which the instructional program engages students in academically rigorous curricula that integrates Indiana's academic and technical standards. **(10 points)**

(3) The extent to which the instructional program engages students in learning through the development of critical and analytical thinking, problem solving, teamwork, computer literacy, entrepreneurial and communication skills **(10 points)**

(4) The extent to which the project will provides high-quality, sustained, and intensive professional development and common planning time for instructors, counselors and administrators in involved in the program. Please include a description of the outcomes of the proposed professional development. **(10 points)**

(B). Personalized Learning Environments (20 points)

(1) The extent to which the project has created a personalized and comprehensive developmental guidance curriculum that includes a high school/postsecondary career plan that shows the link between what a student does academically and his/her career plan.

- **NOTE**: Schools that have been designated as a Gold Star Guidance School will receive full guidance points by noting that they are a certified Gold Star school without need for further narrative in this area. Schools that are in the process of Gold Star certification will receive full or partial points. These schools should provide a narrative describing where they are in this process and their proposed portfolio completion date. For more information on Gold Star, see http://www.doe.state.in.us/octe/goldstar/welcome.html. **(10 points)**

(2) The extent to which students have personalized extra learning opportunities such as internships, mentorships, senior projects, school-based enterprises, steM related team competitions, etc. **(10 points)**

C. Empowered, accountable leadership and past progress. (15 points)

Provide narrative listing the personnel involved in the project, including:

(1) The qualifications, including relevant training and experience and commitment of key project leadership including administrators, teachers, counselors, business partners and community partners, postsecondary partners, and project consultants. **(5 points)**

(2) The progress made to date from previous Career Majors funding. **(10 points)**

D. Sustainability and adequacy of resources. (15 points)

Provide a narrative on the available resources for this project. In determining the adequacy of resources for the proposed project, the following factors will be considered:

(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the participating institutions. **(5 points)**

(2) The extent to which the budget is adequate and costs are reasonable in relation to the objectives and design of the proposed project. Administrative costs up to five percent may be included in the budget. Equipment costs up to $15,000 may be included if justified in the narrative. **(5 points)**

(3) The extent that the initiative is sustainable**. (5 points)**

E. Quality of the project outcomes and evaluation. (10 points)

Describe how this project will be continuously evaluated to determine its effectiveness, including the extent to which the data and evaluation will be used to be used to inform instruction and for continuous program improvement to meet anticipated outcomes listed on page eight**.** Include measurable outcomes, including projected increases in the following:

- The number of students attaining Core 40, Academic Honors and Technical Honors diplomas;
- The number students with postsecondary transition plans; and
- The number of dual credits awarded to students. **(10 points)**

APPENDIX A
Pathways to Postsecondary
Indiana Career Majors
Cover Page

1. Funding Request

Requested Amount:	
School(s) involved:	
Student Population:	
% of students served	

2. Designated Grantee/Fiscal Agent

Organization Name:	
Address:	
City:	
State:	
Zip + 4:	
County:	
Telephone Number:	
Fax Number:	
Email Address:	

3. Contact Person

First Name:	
Last Name:	
Title:	
Organization:	
Address:	
City:	
State:	
Zip + 4:	
Telephone Number:	
Fax Number:	
Email Address:	

4. Mentors

For planning and implementation applicants only	
Are interested in being mentored by a more experienced school?	YES / NO

APPENDIX B

BUDGET GUIDELINES

Applicants must provide a budget and detailed budget narrative that breaks down use of requested funds. The budget narrative must include the basis for estimating the costs of professional personnel salaries, benefits, travel (estimated airfare, mileage, number of nights for hotel and per diem expenses), materials and supplies, equipment, consultants and subcontracts. The only line item that does not require a detailed narrative is administration. Administration funds are to be used to administer the grant.

The following line items will be accepted for use of funds:

- **Administration** - for administration of grant. To calculate, add up all line items, take up to five percent (5%) of line item total.
- **Salaries and Benefits** - includes stipends for professional development, and common planning time for teachers and faculty to integrate curriculum for staff working for the fiscal agent. Include the number of hours at approximate rate, and benefits.
- **Contracted Services -** may include consultants for professional development and technical support (including organizing and facilitating professional development opportunities for teachers, faculty and counselors, consortia meetings, work-based learning opportunities, curriculum development, etc.), stipends for consortia members that are not employed by the fiscal agent and other contracts for services.
- **Materials and Supplies** - break down requested items
- **Travel** - State travel guidelines must be used when calculating travel, meals, and lodging (mileage at .40/mile, in-state hotel accommodations at $79.00 ($83.00 for Indianapolis) plus tax maximum, out-of-state hotel accommodations at best available rate, per diem at $26.00/day in-state ($6.50 for breakfast, $6.50 for lunch, and $13.00 for dinner) and $32.00/day out-of- state ($8.00 for breakfast, $8.00 for lunch, and $16.00 for dinner).
- **Equipment** - up to $15,000 for planning sites, $25,000 for implementation sites and $20,00 for mentor sites for instructional equipment may be included if justified in the proposal and are deemed necessary for the creation or replication of the program.
- **Professional Development** - include tuition and conference registration fees.

ADDITIONAL NOTES: Please round budgeted amounts up to the nearest dollar. Expenditures on promotional materials such as t-shirts, pens, billboards, plaques, bags, and pencils are not allowable.

LINE ITEM CHANGES: Line item changes of 20% or less may be made one time during the grant period without prior approval of the State. Changes in wages, salaries and fringes must be approved by the State. Administration costs may not exceed five percent (5%). Email justification and new budget and budget narrative to fcox@dwd.in.gov .

TECHNOLOGY PREPARATION

YEAR OF FUNDS P 06

CFDA #: 84.243
FEDERAL AGENCY: USDOE

FUNCTION	OBJ/SUBJ	COST CATEGORY PROJECT CODE	BUDGET
700	7509	ADMINISTRATIVE COST	
700	7510	SALARIES/BENEFITS	
700	7511	CONTRACT SERVICES	
700	7512	TRAVEL	
700	7515	MATERIALS & SUPPLIES	
700	7546	EQUIPMENT PURCHASES	
700	7557	PROFESSIONAL DEVELOPMENT	
700	7517	MISCELLANEOUS	
		TOTAL	

APPENDIX C

CONSORTIUM AGREEMENT

(Make copies to include additional members)

Briefly describe role of secondary school representative:

Secondary School Name	Signature of Authorized Representative
Date	Typed or Printed Name and Title

Briefly describe role of postsecondary institution representative:

Postsecondary Institution Name	Signature of Authorized Representative
Date	Typed or Printed Name and Title

Briefly describe role of employer partner:

Employer Organization Name	Signature of Authorized Representative
Date	Typed or Printed Name and Title